

Learning Activity Sequences, Content Design and Development:

The next generation of e-learning?

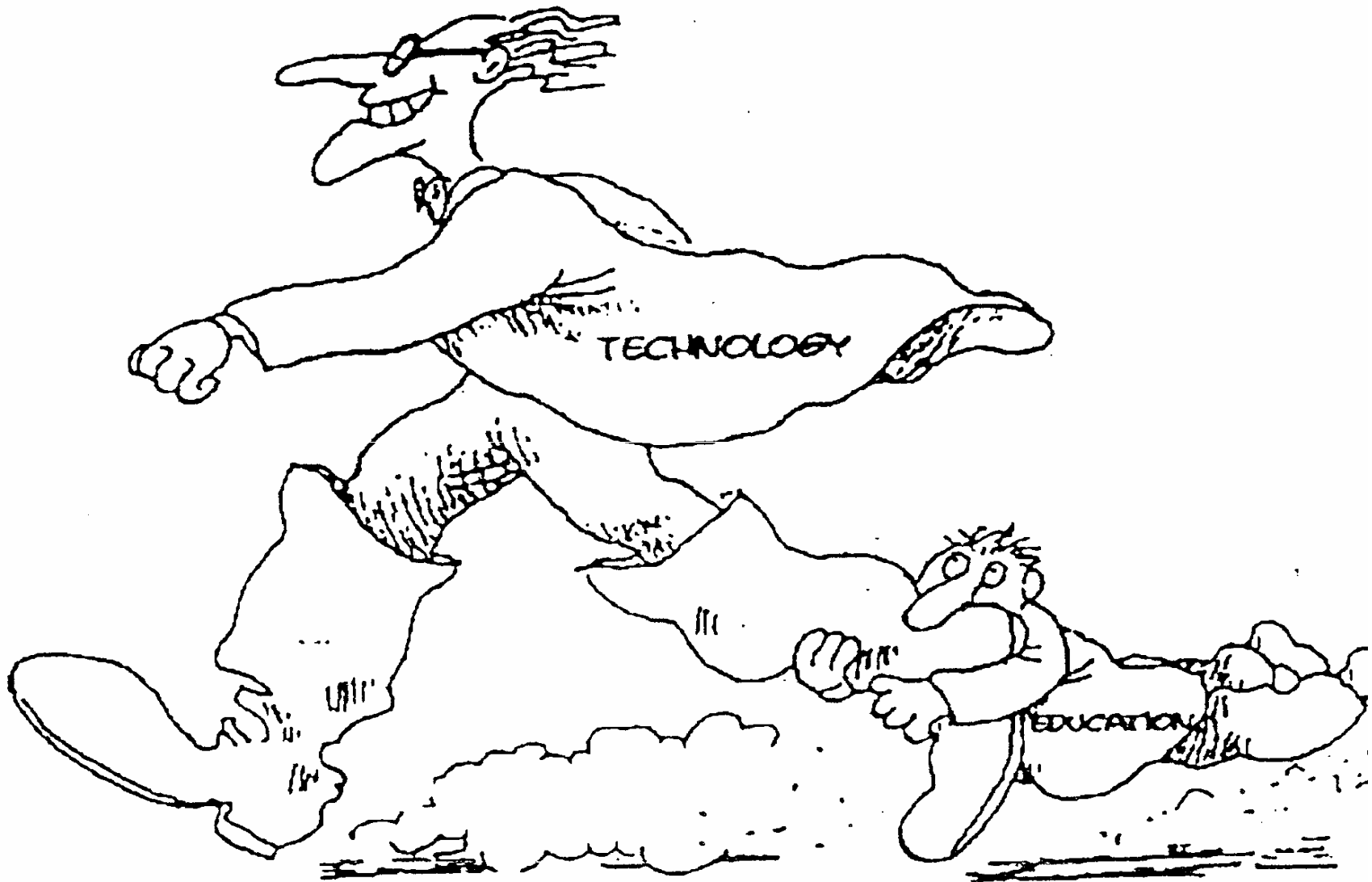
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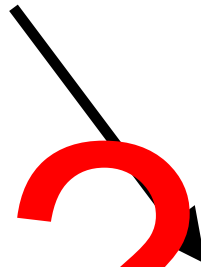
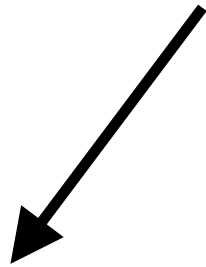
E-learning Content Today

- Most assumes single learner, self-paced learning
- Often little more than textbooks online?
- Content-centric, transmission model of education
 - What is the implied pedagogy?

E-learning Content Today

- Teachers can feel something fundamental is missing
“This doesn’t feel like what I do everyday in my teaching”
- Why doesn’t e-learning facilitate “Lesson Plans”?
 - That is, software that describes and manages sequences of collaborative learning activities (not just content)
- We have “best practice content”
but what about ***“best practice process”?***

ICT



Information and Communication Technologies

Introducing Learning Design

- Learning Design is a name given to a new field of e-learning technology based on “best practice process”
- Learning Design = Sequence of Collaborative Learning Activities
- Learning Designs can incorporate single learner content, but also collaborative tasks such as discussion, voting, small group debate, etc
- Learning Designs can be stored, re-used, customised

Introducing Learning Design

- Learning Design has various other names:
 - Pedagogic Design, Pedagogic Frameworks
 - Learning Activity Sequences, Learning Trails
 - “Powerpoint for educational activities”
 - Educational Modelling Language, “Process VLE”, etc
- Learning Design as Lesson Plans
 - But not just a text description of the activities -
Learning Design software can help *facilitate* the activities

Demonstration Example: LAMS

- LAMS illustrates the Learning Design approach
 - World-leading Australian innovation
 - Inspired by the IMS Learning Design specification
- In trials for over a year in Australia and UK
 - Strong positive response from both teachers and learners
- Applicable to all education sectors (schools, VET, HE, corporate training, adult and community learning, etc)
 - Eg, UK DfES/SST & JISC trials; Oxford, Cambridge, ANU, etc
- LAMS to be released as freely available open source software in February 2005 by the LAMS Foundation

LAMS Live Demonstration

(For a screenshot walkthrough of a demonstration similar to the one shown live at the conference, see the “What is Greatness?” example at the end of the slides at http://www.melcoe.mq.edu.au/documents/LAMS_Walkthrough.ppt)

Why content is not enough: The recipe analogy (1)

- Any recipe is made up to two fundamental components
 - A list of ingredients (ie, content)
 - A set of activities to create the meal (ie, process)
- A list of ingredients (no matter how amazing the individual ingredients) does not a meal make
 - Imagine a cookbook full of only lists of ingredients....
 - Expensive ingredients are no guarantee of an edible meal

Why content is not enough: The recipe analogy (2)

- Most cooks like to change recipes and ingredients easily – they avoid rigid, complex lists of ingredients
- Substituting different ingredients leads to a new meal
- Pre-packaged whole meals are rarely considered high quality food, and involve little joy in creation for cooks

The Future of Content and Activities

- The concept of a “dual repository” for e-learning
 - One area contains various content objects
 - Another area contains various activity/process objects
- Educators could search for a content object, and then view pointers to good activity sequences as “wrappers”
- Equally, educators could search for activity sequences, and then view pointer to good content objects to incorporate into the sequence

The Future of Content and Activities

- The combined effect of content and activities will be far greater than either individual element
- Learning Design provides a basis for Australian e-learning companies to leverage their content
- Shift from shared online content to shared online content and services